

*Jefferson County School District 509-J
445 SE Buff Street
Madras, OR 97741*

*Employment Opportunities
Human Resource Department
541-475-6192*

**SECONDARY MATHEMATICS COACH
JEFFERSON COUNTY SCHOOL DISTRICT
MAY 20, 2019**

POSITION: Secondary Mathematics Coach – Teacher on Special Assignment (TOSA)

LOCATION: Jefferson County School District (Probationary/Permanent)

CLOSING DATE: Open Until Filled

POSITION BEGINS: August, 2019

SALARY: \$39,855 - \$78,234 / year (Full Benefits)

Jefferson County School District is looking for a Secondary Mathematics Coach to support Mathematic Teachers for grades 6th – 12th at three schools within our district.

QUALIFICATIONS:

- Valid Oregon Secondary Teaching License, Advanced Mathematics Endorsement Preferred.
- B.A. Required, M.A. Preferred.
- Minimum of five years of successful classroom teaching experience.
- Minimum of two years of instructional coaching experience.
- Experience with the PLC Conceptual Model for System-wide Reform (DuFour, 2016)
- School leadership experience (ex. PLC School Learning Coordinator, PLC Facilitator, Instructional Coach, School Test Coordinator, AVID Site Team, School Improvement Team, Head Teacher, etc.)
- Excellent written and oral communication skills.
- Experience in planning, organizing, and presenting professional development.
- Demonstrates knowledge and skills in areas such as mentoring; classroom management; alignment of curriculum, instruction, and assessment; peer coaching.
- Knowledge of and experience with effective instruction and assessment.
- Exemplary professional relationships with teachers, administrators, parents, students and community.

GENERAL JOB DESCRIPTION:

- Communication link to secondary schools for mathematics curriculum, instruction, and assessment.
- Assists and supports all secondary math PLC teams to further develop PLC structures, assessments and scoring guidance, interventions and extensions.
- Assists, supports, and coaches' secondary math teachers in their effective instruction to ensure student success and academic achievement.
- Mentors 1st and 2nd year secondary math teachers according to the JCSD New Teacher Induction Program.
- Promotes school improvement by assisting the Teaching and Learning Support team in facilitating trainings, providing professional development, facilitating district PLC meetings, and ensuring the implementation of current math standards, district math curriculum, and district and school improvement planning including all ESEA compliance regulations.
- The goal of the teaching and learning support specialist is to build internal capacity in the use of effective instruction by providing ongoing coaching, demonstration teaching, assistance with program monitoring, and intervention and extension strategies for teachers.
- Models direct, explicit systematic instruction including effective teaching techniques and strategies.
- Attends, participates, and facilitates school improvement committees and meetings.

- Continually increases and enhances own professional knowledge, skills, and expertise about effective instruction and school improvement.
- Commitment to continuous improvement and supports the JCSD mission and strategic design plan.

CONDITIONS OF EMPLOYMENT:

- Training sessions associated with the position may need to occur outside of contractual hours and days in order to meet teacher schedules. Accordingly, the coaches work schedule will need to be flexible.
- It will be understood that teachers on special assignment will return to their prior teaching certification areas at the end of the special assignment, retaining all seniority.
- The district will provide support for the teaching and learning specialist with mentoring and other related professional development training opportunities during the assignment.

ESSENTIAL JOB RESPONSIBILITIES:

The Teaching and Learning Support Specialist works in conjunction with district leadership and various departments to enhance teacher effectiveness and student achievement:

- Supports the goals, objectives, strategies and programs of the district.
- Is a communication link between the district and school sites.
- Provides support and coaching to school instructional coaches, specialists, and mathematic teachers.
- Develops and/or provides professional development (1 hours of professional development usually requires 3 hours of preparation.)
- Assists the alignment of standards/curriculum with related instructional materials, strategies and activities.
- Assists the design and creation of materials and assessments to align with standards and performance objectives.
- Is an active, participating member of district mathematics curriculum committees.
- Facilitates and attends district-level meetings, committees, and trainings as invited.
- Completes other duties as assigned.

SCHOOL SITE RESPONSIBILITIES:

The Teaching and Learning Support Specialist works with the principal upon request to implement, support, mentor and facilitate in the areas of curriculum, instruction and assessment.

- The specialist disseminates and discusses curriculum-related district issues and information with school principals, instructional coaches, specialists, teachers, and instructional assistants.
- Assists with the development, implementation, monitoring and evaluation of the school's improvement plan in the areas of mathematics.
- Ensures that the CCSS Math Standards are the foundation of instruction and integrates with other content areas.
- Assists and supports staff (principals, classroom teachers, school specialists, and instructional assistants) in providing effective instruction and improving student achievement.
- Assist the school principal/instructional coach with analysis and interpretation of assessments. (DIBELS, EasyCBM, formative assessment, SBAC, etc.)
- Coordinates and provides on-site curriculum related professional development (class demos, workshops, in-services, classes, etc.) (1 hours of professional development usually requires 3 hours of preparation.)
- Attends math PLC meetings, and other meetings as invited.
- Keeps principals, teachers, and instructional assistants up to date on effective instructional strategies, techniques, activities and materials that through research have proven to increase student achievement.
- Models best instructional practices through classroom demonstration lessons.
- Assists staff with the understanding and interpretation of assessment data to inform instructional decisions.
- Coaches staff members in effective instruction.
- Assists with coordination of parental involvement meetings, workshops, family academic events, curriculum nights.

Coaching: New mathematics secondary teachers and other mathematics teachers upon their request. Coaching is a **non-evaluative**, learning relationship between an instructional coach and a teacher with the goal of learning together, thereby improving instruction and student achievement.

- Works with individual teachers in developing “Research based Instructional Strategies.”
- Teaches model lessons where appropriate.
- Observes classroom teaching and gives feedback to teachers.
- Teaches lessons side by side with teachers.
- Conducts collaborative conversations with teachers. (conferences)
- Facilitates mutual problem solving to assist teachers in implementing and mastering new teaching practices.
- Implements other approved instructional coaching strategies.
- Assists teachers with annual goals.
- Assists staff with the understanding and interpretation of assessment data to inform instructional decisions.
- Works with the new teacher induction program mentoring the new teachers at assigned school and presents instructional strategies to them.

PHYSICAL DEMANDS: (Not necessary limited to)

TASK		Infrequently	Sometimes	Often	Continuously
LIFTING					
1.	Approximately 20 lbs.		X		
2.	Approximately 20 lbs. repeatedly	X			
3.	Approximately 40 lbs.	X			
4.	Approximately 60 lbs. or more	X			
PUSHING					
5.	Up to 40 lbs.		X		
6.	About 40 lbs. repeatedly	X			
7.	About 60 lbs. or more	X			
8.	Bend, stretch, twist and/or reach			X	
9.	Using finger dexterity			X	
10.	Sitting position for a prolonged period of time		X		
11.	Viewing CRT or other monitoring device for a prolonged period			X	
12.	Standing for a prolonged period			X	
13.	Listening closely – requiring fine auditory acuity				X

APPLICATION PROCEDURES: Interested candidates are required to apply at the following link: <http://jeffersonco.tedk12.com/hire> with online application, letter of interest, current resume, letters of recommendations, references and copies of transcripts. Current Employees please apply at the following link: <https://jeffersonco.tedk12.com/hire/internalLogin.aspx>

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Visit our website at: <http://jcsd.k12.or.us/>

Jefferson County School District is an Equal Opportunity Employer

Equal employment opportunity and treatment shall be practiced by the Jefferson County School District 509-J regardless of Race, color, national origin, religion, sex, age, sexual orientation, marital status, and disability if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.